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AUTHOR Inglis, Paul
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ABSTRACT

A study attempted to identify the adult learning provisions, demographic characteristics, and previous learning experiences that are predictive of positive affective development by external (distance education) students. The study population consisted of 50 adult students who were currently enrolled in 10 tertiary institutions as external students in Weipa, Far North Queensland, Australia. The students were surveyed about their sex, age, residential status, employment, current and previous tertiary education experiences, and characteristics of the programs in which they were currently enrolled (learning strategies, learning situation characteristics, and criteria for planning adult learning). Satisfaction of needs and interests, provision of fellowship, provision of clear explanations, provision of self-pacing performance, and the receipt of tangible benefits from study were all predictors of high affective development. Somewhat surprising findings were that (1) the Weipa students were affected by their perception of their lecturer's competence, (2) study freedom was not an important element, and (3) reinforcement of teaching and practical experiences were not shown to be significant predictors of positive affective development. It appeared that teaching for affective development involves more than committed leadership in the institutions; students must also make a major contribution to their own affective development. This would appear to support Power's model of mutual accountability. (Appendixes include the affective development schedule and survey of demographic, previous learning, and adult learning provision characteristics.) (MN)

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PROMOTING POSITIVE LEARNING ATTITUDES: ADULT LEARNING PROVISIONS, DEMOGRAPHIC CHARACTERISTICS AND PREVIOUS LEARNING EXPERIENCES AS PREDICTORS OF POSITIVE AFFECTIVE DEVELOPMENT BY EXTERNAL STUDENTS.

A study of the learning experiences of fifty Weipa (Far North Queensland) students.

Paul Inglis MEdStudies,MACE.

EXTERNAL STUDIES UNIT
BRISBANE COLLEGE OF ADVANCED EDUCATION
CARSELDINE CAMPUS

APRIL 1985

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PREFACE

"I did a statistics unit. I was having a hell of a problem with it. I had all the books in the world. I think I went through about a dozen books in one part of the course and I still couldn't understand it. I had no hope. If only a tutor was around to go through it step by step with me. I couldn't do that on a telephone either."

"..... I was bored for the first time in my life. I used to have a good job. I've always had good interesting jobs. I couldn't justify going to work with a young child. I got a taste of doing some proper study at a college of nursing..that was a fulltime study experience. This is my first correspondence study."

"Except for one assignment last year, it has been really good. My latest lecturer was fantastic. He got the essays back quickly, wrote really good criticisms...you could understand what he was saying. When I did (another unit), it was really rotten and bad. The assignment didn't come back until very late. The lecturer's criticisms - I couldn't understand most of them; the assignment was mutilated ... the writing was bad. The comments were vicious. I passed the unit but never received constructive criticism."

These comments from participants in my research into the development of positive learning attitudes by external students are illustrative of the students' affinity with the substance of my enquiry. What follows is an attempt at isolating some key methods of ensuring positive attitudinal growth. It is not intended to be a criticism of institutions or individuals.

ACKNOWLEDGEMENTS

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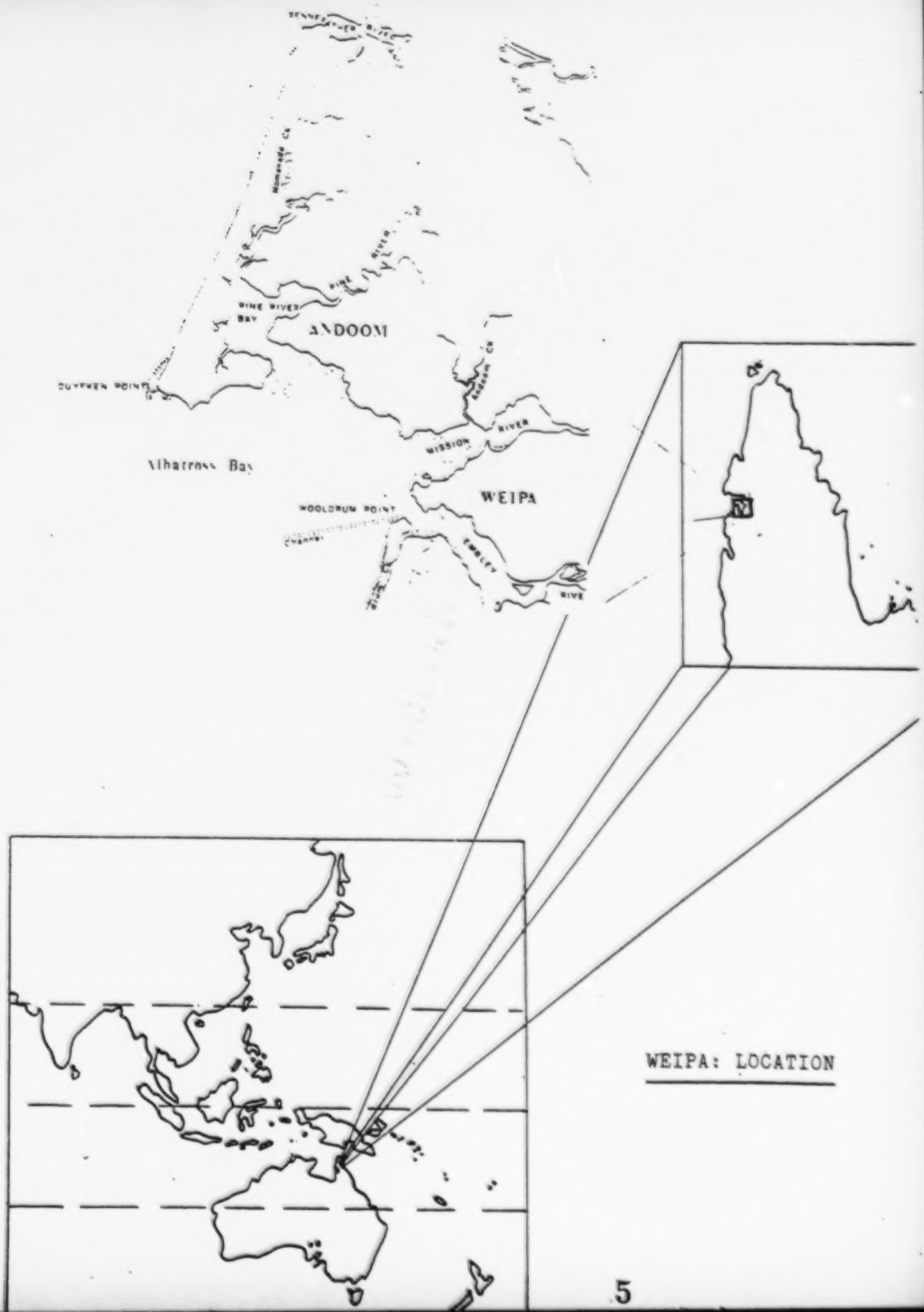


WEIPA: LOCATION

Section 1 Background

1.1 Personalized Learning

1.1.1 Sociological Factors

1.1.2 Bloom's Taxonomy of the Affective Domain

1.2 The Adult Distance Learner

1.2.1 The Pedagogy of Distance Education

1.2.2 The Andragogy of Distance Education

1.3 Focusing on Weipa

1.3.1 An Isolated Mining Town

1.3.2 COMALCO's Support

Section 1 Background

1.1 Personalized Learning

There has been a considerable growth in the number of studies focussing generally on the development of student attitudes towards learning. Very few have considered the problems integral to promoting positive learning attitudes by the ever growing number of adult distance students. This study offers institutions some key strategies for assisting external students to relate very personally to their studies.

Once an institution focuses attention on promoting in its distance students a real affinity for its programs, several implications come into play. The implications, from this study, are that the institution will want to

. measure the learning needs of students;

. give students opportunities for success;

. assist students to interact with each other;

. ensure that material that is sent to students is clearly self-explanatory;

. constantly feed back to students information about their progress so they can pace their own performance;

. reduce feelings of competitiveness; and

. give evidence of the benefit that the particular study carries with it.

. convince students of the competence of its teaching staff.

Surprisingly, the study did not provide support for the provision of

. study freedom for students;

. positive reinforcement strategies; and

. practical experiences.

1.1.1 Sociological Factors

Kliebard (1968) regarded it as undemocratic to make a determined plan of how a student should behave after a learning experience. In criticizing the behaviourist stance he said, "We begin with some notion of how we want a person to behave and then we try to manipulate him and his environment so as to get him to behave as we want him to."(246) Contemporary educational sociologists, reflecting on Weber's prediction of the depersonalisation of the individual (1922) have explored the sociology of knowledge and the limits on the growth of independent thinkers through teaching to selective functional and behaviourist goals. He referred to Durkheim's characterization of the worker's condition of 'anomie' produced by the temporary suspension of normative

control by the collective conscience (1897); and to the more recent concept of technological consciousness as being a cognitive separation of means from ends and a disregard for the future through concentration on present objectives.(Berger, Berger and Kellner, 1974)

The adoption of a predetermined set of behaviours and values stands in contrast to the claim that students should be free to determine their own learning as much as possible and practical. In interviews, many students related their experiences of depersonalized instruction which appeared through highschool and was very apparent as a tertiary external student in Weipa.

Freeland(1980) and Reynolds(1981) have raised similar issues. Freeland referred to the imposition of a degree of sameness and conformity on students who have diverse perceptions of reality in the early years of formal schooling. This was contrasted with the needs of adolescents to assert some autonomy and to obtain self-identification. Freeland's study illustrated the increase in importance of cognitive achievement to the detriment of a personalized affective and developmental orientation which characterizes early schooling.

1.1.2 Bloom's Taxonomy of the Affective Domain

The core of my research has been the recording of each student's perception of his or her stage of affective development. In this study affective development has been considered as student initiated changes in values and attitudes that have resulted from the learning experience.

The presentation of affective learning where the teacher (lecturer) takes responsibility for promoting the development of a newly ordered set of values which become part of the student's attitudes is claimed to have an influence upon cognitive and psychomotor development. (Bloom et al,1964:45) These new values and attitudes are not simply towards a healthy outlook about the study nor a form of indoctrination toward the ideology of the teacher. They exist as an incorporation of new ideas into existing knowledge to produce a unique state of mind which is as individual as each student.

Students were asked to record the phases in affective development which they could recall experiencing in their current external course of study. A Taxonomy of the Affective Domain, refined by Bloom, Krathwohl and Masia (1964) was adapted for this purpose. (See Appendix I)

1.2 The Adult Distance Learner

Much has been said about the difficulties for students inherent in tertiary distance studies. These difficulties relate in some way to entrenched opinions that external students cannot receive the same educational opportunities as internal students.

1.2.1 The Pedagogy of Distance Education

Any explication of the various pedagogic capabilities and limitations of different distance teaching methods must not only relate to the types of educational aims, the type of course being offered, but also to the subject matter, the costs of presenting it well in terms of manpower and cash, its accessibility to students, both physically and psychologically and to the goals. (Sparkes,1983: 185)

Keegan(1980) offers the following main elements of distance education:

. The separation of teacher and learner which distinguishes it from private study;

. the influence of an educational institution which distinguishes it from private study;

. the use of technical media, usually print, to unite teacher and learner and carry educational content;

. the provision of two-way communication so that the student may benefit from or even initiate dialogue;

. the possibility of occasional meetings for both didactic and socialization purposes;

. the participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

These elements are not disputed as important components of successful external teaching and learning. The degree to which they are applied is contentious and the failure to recognize the very special nature of the audience is an additional concern. Adults require special teaching techniques. Adults involved in distance learning require very special attention.

1.2.2 The Andragogy of Distance Education

Adults need to be taught with respect for their maturity and a sensitivity for their differing lifestyles and needs. Eric Gough makes a case for providing the widest degree of choice for the distance student:

> "The critical point in terms of a philosophy of distance education is the principle of equality of opportunity. This is a commitment which holds true in varying degrees of our whole region. In effect, it says that students, regardless of their place of residence, should have equal educational opportunities. It says that a student who wishes to or needs to be a distance student should have available the same range of opportunities as are available to the oncampus student. One must add the rider 'within reason'. Not every oncampus student can do pharmacy or law at the local university or college and neither can a distance student expect to have every programme available." (Gough,1984:23)

If, however, the reason for elimination from study is not because of the availability of the desired course but the lack of ability of the institution to cope with the characteristics of the adult learner, then we must critically review our approaches to distance teaching.

There are emerging theories of how adults learn, subsumed under the term 'andragogy' by Knowles (1970). Michael Hough points out that "adults do not learn, think (or even read) in any single or simple way".(Hough,1984:7) Newton (1977:116) describes the adult learner as an "autonomous, experience laden, goal seeking, 'now' oriented, problem centred individual". The implication is that institutions need to review their distance teaching strategies to ensure affective treatments and

outcomes for external students are equivalent to those for internal students.

1.3 Focusing on Weipa

This study is really a phase in a major exploration of the development of learning attitudes by Far North Queensland students. My enquiry began in 1982 with a visit to provincial University Centres to establish some sensitivity to the concerns of students, tutors and offficers in charge of the Centres. This was followed in 1983 by a five month investigation, based in Cairns. These concerns were first clarified through interviews with forty Cairns based external students. This resulted in a comprehensive survey instrument which was administered to 400 students from Innisfail to Thursday Island. More than twenty Australian institutions were represented in that investigation and the data is still being analysed.

In 1984 an opportunity arose for a brief stay in Weipa and at the same time to explore some aspects that had proved very interesting in the major study of 1983. The focus of the Weipa study became an investigation into the provision of recognized adult learning experiences for the fifty students of this very isolated mining town.

> "Weipa is a rugged and isolated place - a mining community and an aboriginal community living side by side.
> "...the metal produced from Weipa bauxite each year is worth more than $3 billion.
> "Over the years Weipa has built up a set of values that makes it a very special place to live and work. People spend much of their time in family and community activities. The mine is operated in the belief that every employee should be able to feel good about giving his best effort to his work." (Weipa, the Mine and its People,COMALCO,Weipa,1984:1)

Comalco has provided facilities for the town including housing, electricity, water supply, sewerage treatment, roads, sports ovals, parks and a garbage collection service. By 1983 the company had spent $47 million on developing the town. State and Federal Governments have provided funds for educational and health facilities and housing for their employees.

About fifty community, cultural and sporting groups are active in Weipa and the area offers many camping, fishing and boating opportunities.

Twelve kilometres south of the Comalco built township is the Aboriginal community of Weipa South. Aboriginals and Islanders comprise about ten percent of the company's workforce. Additionally, the company operates an Aboriginal Training Scheme which provides specialist training in the operation and servicing of earthmoving equipment.

The Weipa Aborigines Society, constituted in 1973, funded at first by Comalco and the two governments has constructed (and staffed) a specialized preschool, sewered the township, constructed sealed roads and a storm water drainage system, erected a large community hall, provided accommodation for preschool staff, constructed a laundromat and take-away food shop and built a workshop as a training resource centre for community members.

The Population

At October 1983 the population of Weipa was as follows:

Weipa North	2600	
Weipa South	560	(Mainly Aboriginal)
Total	3160	

The Weipa North population was made up of:

465	single males
35	single females
655	married males
655	married females
40	teenage females residing with parents
20	teenage males residing with parents
180	highschool students
360	primary school students
60	preschool students
130	children aged 0 - 3

A population estimate at June 1984 was:

Weipa North	2640
Weipa South	700
Total	3340

The Workforce

The workforce at May 1984 was distributed as follows:

	Male	Female	Total	% of Weipa population.
Wage/salary	1013	330	1343	55.2
Self employed	2	7	9	0.4
Employer	3	5	8	0.3
Totals	1018	342	1360	55.9
Unemployed	10	20	30	1.2
Totals	1028	362	1390	57.1
Not employed:	50	299	349	14.4 (Highschool and unemployed spouses of the employed)

The Weipa population displays its own special characteristics:

.The Comalco workforce is predominantly young;
.Male adults considerably outnumber female adults;
.25% of adults are single males;
.2% of adults are single females;
.56% of the poplation is in the workforce.
.96% of the workforce is made up of wage and salary earners;
.Only 0.4% are self employed.

Sixty percent of Australians live in cities with more than half a million residents. Only four percent live in communities as small as or smaller than Weipa. It is not difficult to imagine that a great

tolerance for and understanding of the conditions of small town dwellers may not exist. Teaching isolated students in small communities calls for special strategies by tertiary institutions and some of these are addressed in this research project.

1.3.2 Comalco's Support for Education.

For Employees:

a. An Apprenticeship Training Scheme with generous allowances.
b. A Tradesman Training Scheme for post training to maintain skills to match new technology.
c. A Technical Library and Technical Librarian.

For the Community:

The Hibberd Resource Centre, which is a modern well-outfitted, appointed and staffed library and meeting centre is suited to study, reading, some cultural activities, examinations and research. It has great potential for current and future developments in distance education.

OBSERVER INFERENCES ABOUT THE TERTIARY DISTANCE EDUCATION POTENTIAL OF THE HIBBERD CENTRE.

The Centre could:

1.Be utilized as a tutorial centre for all tertiary students with lounge, tea/coffee facilities and study carrels.

2.Arrange for institutions to jointly provide adult learning and study skills classes with tutors flown in regularly.

3.Display an inventory of students by units/courses/phone numbers to encourage student initiated dialogue.

4.Share institutional provision of books and other resources which become part of the 'reserved' section of the public library, open to other library members at the centre and for loan to bona fide students.

5.Provide from mid-1985 a satellite translator and terminals to receive radio and television from ABC (HACBSS 1) and later from a commercial service (HACBSS 2) which also have the potential to carry data and teletext.(Department of Communication,HACBSS News No.4 March 1985)

6.Provide direct telephone connection for institutions jointly supplying a telephone conferencing unit.

7.House micro-computer and video recorder equipment (the latter already exists) for replay of discs and cassettes from study programs and for eventual patching to satellite or teleconferencing equipment.

8.Become an examination centre for all tertiary institutions. (Most are using the Centre now for this provision.)

9.Draw up interlibrary loan agreements with tertiary institutions.

Section 2 Design and Method

2.1 Design

2.2 Subjects

2.3 Variables

2.3.1 Demographic Variables

2.3.2 Education Variables

2.3.3 Adult Learning Variables

2.4 Measures

2.4.1 Affective Development Levels

2.5 Opinions

Section 2 Design and Method

2.1 Design

The hypotheses being tested in this research are:

(i) Attitudes which enhance learning by external students are promoted by the provision of recognized adult learning strategies;
and
(ii) Attitudes which enhance learning by external students are promoted by previous learning experiences;
and
(iii)Attitudes which enhance learning by external students are promoted by certain demographic factors.

A survey of demographic charcteristics, previous learning experiences, adult learning provisions and perceived level of affective development was carried out with each student.(Appendix II) The responses to this survey were subjected to Discriminant Analysis using the SPSS package within the Hewlett Packard 3000 computer at Brisbane College of Advanced Education.

The purpose of this exercise was to select the best set or sets of disriminating variables to statistically distinguish between those students who recorded achieving the highest level of affective development and the rest of the students. The presence of significant discriminating variables provided evidence that the hypotheses were correct.

Additionally, interviews were carried out with several students in an attempt to place these statistical findings within a context of personal meanings.

My interview goal was to find out how individuals in an isolated community interpret their world and especially how they see themselves as correspondence students. Full details of interviews are not included in this report.

A decision to operate overtly rather than covertly paid off. Students were easily located through their responses to advanced publicity and from word of mouth in this small community. Comalco administrative and field staff came willingly to interviews and discussions.

Living in the dongas(quarters) and eating with the 'workers' in their canteen, three times a day, meant that I came to meet a wide variety of people. My host, an electrical trade instructor, 'opened doors' for me. My profile in town was reasonably high.

2.2 The Subjects

Fifty presently enrolled tertiary external students from a range of backgrounds, current states and variously studying with ten tertiary institutions were identified as being almost all of the tertiary external students in Weipa.

2.3 The Variables

2.3.1 Demographic Variables

Students were asked to record responses to questions relating to sex, age, residential status, household company and employment.(Appendix II)

2.3.2 Education Variables

Information about current and previous tertiary education experiences were recorded, including information about institutions, awards received and now being studied for, years enrolled, years expected to complete and number of units in which currently enrolled. (Appendix II)

2.3.3 Adult Learning Variables

Twenty-two questions were asked about the students current experience of adult learning provisions. These were based on McClusky's(1975) categories of:
(a) Learning Strategies
(b) Learning situation characteristics and
(c) Criteria for planning adult learning. (Appendix II)

Michael Hough makes the point that "to maximize adult learning requires a judicious selection of techniques which optimize the above characteristics and ensure maximum motivation of adults to learn." (Hough,1984:14)

My exploration established to what degree the adult learning provisions existed in programs being studied by Weipa students, to what degree students who perceived themselves high in affective development were experiencing large measures of these provisions and which demographic and education variables were contributing to this development.

2.4 The Measures

2.4.1 Affective Development Levels

The Affective Domain hierarchy of Bloom, Krathwohl and Masia (1964) was presented in adapted form to students and they were guided through the recording of their perception of their levels of development. (Appendix I)

20% (10) of the cases were at the top level (5) of the Affective Scale These have been classified as Group One students. 80% (40) of the cases were at levels 1 to 4 and have been classified as Group Two students.

2.5 Opinions

Three more questions were posed in the survey:

2.5.1 The Perception of how much the Lecturer's Program has contributed to the student's affective development.

Only 28% of all cases were 'considerably' helped affectively by their lecturer's program.
56% were helped 'a little'.
10% were helped 'not at all'.
6% were unsure.

Of the Group One students,
60% were helped 'considerably', and
40% were helped 'a little'.

2.5.2 The Perceived Satisfaction with Affective Development.

26% of cases were dissatisfied with their affective development.
66% were satisfied; and
8% were unsure about their level of satisfaction.

Of the 20% of students that formed Group One:
90% were satisfied; and
10% (1) was not and this was because this case still felt she had room to develop further within the highest category.

2.5.3 The Perceived Importance of Teaching for Affective Development

78% of all cases considered the promotion of affective elements as important to being a successful students.

Section 3 Predictors of Affective Development

3.1 Results for Demographic Variables

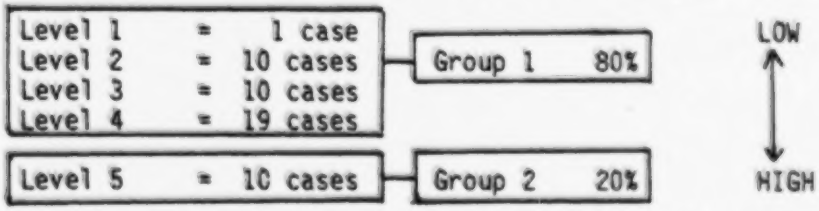
3.2 Results for Previous Learning Variables

3.3 Results for Adult Learning Variables

3.4 Results for Combined Significant Variables

Section 3 Predictors of Affective Development

The fifty cases perceived their affective development as follows:



The Discriminant Analysis (SPSS) to select the variables which indicate the characteristics by which the two groups are expected to differ was conducted with the three sets of variables:

(1) Demographic
(2) Previous Learning Experiences
(3) Adult Learning Provisions

Finally, significant variables from each set were combined and submitted to Discriminant Analysis. The limited capacity of the computer prevented all the variables being submitted to analysis at once.

Where the disciminant function coefficients have shown a negative result, the variable descriptions have been stated in reverse form, e.g. 'Aged 36 to 45' becomes 'Not aged 36 to 45'.

3.1 Results for Demographic Variables

Significant Predictors	Coefficient
1.A female student	.85
2.The student is living with adults and children	.72
3.Aged 56 plus	.52
4.Not aged 36 to 45	.48
5.Not employed	.41
6.In technical employment	.36
7.In administrative position	.34

Classification Results

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP	
		Group 1	Group 2
Group 1	40	36(96%)	4(10%)
Group 2	10	3(30%)	7(70%)
Percentage of 'grouped' cases correctly classified: 86%			

3.2 Results for Previous Learning Variables

Significant Predictors	Coefficient
1. University of Queensland Student	.77
2. Has achieved Masters Degree	.70
3. A Riverina CAE Student	.58
4. A Deakin University Student	.43
5. Not a Brisbane Correspondence School Student	.41
6. Has not only achieved Matriculation	.32
7. Has achieved Associate Diploma level	.32
8. Not a New England University, nor a South Australia CAE, nor a Western Australia CAE student	.28
9. A James Cook University Student	.26

Classification Results

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP	
		Group 1	Group 2
Group 1	40	35(87.5%)	5(12.5%)
Group 2	10	2(20%)	8(80%)
Percentage of 'grouped' cases correctly classified: 86%			

3.3 Results for Adult Learning Variables

Significant Predictors	Coefficient
1. Not that the Lecturer Reinforces Learning	.76
2. The Study satisfies a Need or Interest	.75
3. The Lecturer seems Competent	.73
4. The Student is Getting Better at Study with Time	.58
5. Not that the Student is Free to make Learning Decisions	.55
6. The Study provides Fellowship	.53
7. The Units provide Clear Explanations	.53
8. Benefits are being Experienced from the Study	.47
9. Provision is made for Self Pacing for Student's Progress	.41
10. Not that Learning has been increased by Practical Components	.40
11. The Study is Noncompetitive	.36

Classification Results

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP	
		1	2
GROUP 1	40	37(92.5%)	3(7.5%)
GROUP 2	10	0(.0%)	10(100%)

Percentage of 'grouped' cases correctly classified: 94%

3.4 Results for Combined Significant Variables

Significant Predictors	Coefficient
1. The Study satisfies a Need or Interest	1.12
2. Not that the Lecturer Reinforces Learning	1.10
3. Not that the Learning has been Increased by Practical Components	1.09
4. The Student is Living with Adult and Children	1.08
5. Not that the Student is Aged 36 to 45	.95
6. The Study provides Fellowship	.90
7. The Student has achieved a Masters Degree	.87
8. Not that the Student is Free to make Learning Decisions	.80
9. The Units provide Clear Explanations	.62
10. The Student is Getting Better at Study with Time	.57
11. The Student is in an Administrative Position	.55
12. Not a New England University, nor a South Australia CAE, nor a Western Australia CAE Student	.47
13. Provision is made for Self Pacing the Student's Progress	.45
14. A James Cook University Student	.44
15. The Student is Not Employed	.40
16. A Female Student	.37
17. Benefits are being Experienced from the Study	.36
18. Not a Brisbane Correspondnce School student	.35
19. Lecturer seems Competent	.35
20. A University of Queensland Student	.34

Classification Results

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
Group 1	40	40(100%)	0(.0%)
Group 2	10	0(.0%)	10(100%)
Percentage of 'grouped' cases correctly predicted: 100%			

Section 4

Discussion and Conclusion

4.1 Discussion

4.1.1 The Affective Goal

4.1.2 The Adult Learner's Motives

4.1.3 Some Surprise Findings

4.2 Conclusions

Section 4 Discussion and Conclusion

4.1 Discussion

4.1.1 The Affective Goal

Although there is considerable support for purposeful inculcation of particular attitudes by students towards their studies and towards learning in general, this project has addressed the issue of promoting positive learning attitudes by providing students with possibilities for natural growth in the Affective Domain.

Whether the outcomes of teaching for affective development are something like the Beard schema, adapted by Doring and Moon (1980:6) resulting in:

. enthusiasm for learning
. scholarly concern for accuracy
. respect for objectivity
. respect for clients
. respect for cooperation with professional peers
. respect for cooperation with professional superiors
. respect for lay public in contact with professional activity

or any other 'ideal' outcomes, the empowering of students to develop a real affinity with their course of study is the ultimate goal of affective teaching.

4.1.2 The Adult Learner's Motives

Outcomes must be related to motives for study and, as Rogers points out "adults do not have only one motive for joining a class.. ." and "a further problem is that the students themselves may be unaware of their real motives..."(1977 :12) Roger's point was confirmed in interviews and discussions I had with Weipa students. She makes the further relevant comment in respect to the problem of the superficiality of exploring for motives - "that the only basic motive of every adult student is the need for achievement and reward, the need to feel 'good' at something".(*ibid*) She points out that "motives are irretrievably mixed and attempts to sort out one from another are bound to be artificial...because motives will vary from one area to another and from one type of institution to another."(ibid)

Tapping the motives of students and satisfying those motives may be the key to promoting a real affinity with the course of study. Weipa students indicated that their referents and ongoing motivators ranged through:

. the elimination of boredom
. battling prejudice
. learning for industrial or professional skills, and
. career opportunities.

However, like Rogers, I found that with students enrolled in industrially-based post-apprenticeship courses (46% of the sample) and professionally-based courses (44%), motives of prospective promotion and help with skills and achievement in employment predominated. Yet, as Rogers claims, "what appears to be a straightforward vocational reason is frequently overlaid with other motives, such as being interested in

the subject for its own sake and wanting some relief from boring and repetitive work."(ibid:13)

Weipa also has its share of captive wives feeling guilty about their 'inadequacy', bored or seeking independence or to prove to themselves or others that they are 'useful' or 'talented'.

The social motive of 'seeking fellowship' is common in andragogy. For some Weipa students the prospect of making friends through study was expressed. This obviously underutilized component of study programs for Weipa students may be the reason for some reluctant starters. The possibilities for fellowship are there, but there is no one to orchestrate them.

4.1.3 Some Surprise Findings

It is not surprising that the discriminant analysis showed that predictors of high affective development were items such as:

. satisfying needs and interests
. provision of fellowship
. provision of clear explanations
. provision for self-pacing performance
. the student experiences benefits from the study

It surprised me that students' attitudes were affected by their perception of their lecturer's competence, that study freedom was not an important element, and that reinforcement of teaching and practical experiences were not shown to be significant predictors of positive affective development.

4.2 Conclusion

The concept of promoting positive learning attitudes through teaching for affective development is admittedly an ideal which carries with it tremendous strategic, economic and professional difficulties. Nevertheless, the evidence exists in this small study that students see teaching for affective development as an imperative.

The claim that affective growth enhances cognitive and psychomotor learning cannot be ignored either.

Whether academics feel responsible for external students' learning attitudes is dependent on their individual principles. Whether they are capable of promoting affective development of external students has been shown to be dependent on their using certain adult learning strategies, taking into account previous learning experiences and demographic characteristics of the students.

Ultimately the institutions and their staff need to recognize their responsibility for meeting the students' affective needs. Institutions that claim to be effective at teaching and make public commitment to the provision of quality courses have an ethical and moral obligation to provide what the majority of their clients expect of them.

Getting institutions to take on this responsibility is no simple task. Sergiovanni's (1982) principles of effective organizational leadership indicate that institutions need to be led into initiatives

for promoting positive learning attitudes. He suggests that academic leaders need to:

(i) put in extra amounts of time;
(ii) demonstrate they care;
(iii) show concern for the quality of work being done;
(iv) assist others to focus on the important issues; and
(v) constantly review achievement of goals.

The implication is that teaching for affective development is dependent on committed leadership in the institutions. But there is also an implication that the student needs to make a major contribution to his or her affective development. In fact the findings point to a cooperative effort by student and lecturer.

There is evidence here that a model of "mutual accountability" (Power,1983) would best serve the audiences and the teachers of external studies programs.

'Mutual accountability' implies an understanding of each others' goals, motives and characteristics. To implement joint responsibility for affective growth, both the institution and the student need to be fully understanding of each other. In this way the student can provide sufficient information and the institution can work to support the individual student with those components identified here.

Hopefully this study gives some idea of the direction we should take to promote positive learning attitudes. My study of 300 Far North Queensland students currently being analysed should serve to confirm, revise or expand the findings of this study of fifty Weipa external students.

APPENDICES

Appendix I Affective Development Schedule

Appendix II Survey of Demographic, Previous Learning and Adult Learning Provision Characteristics of Students

Appendix I

The Affective Development Schedule

Students were asked to tick the boxes which show the levels they feel they have experienced in their current external study.

START HERE

- ☐ . Aware of something to be learnt.
- ☐ . Willing to receive information.
- ☐ . Acutely aware of what has to be learnt.
- ☐ . Willing to study, but not fully convinced that it is necessary or worthwhile.
- ☐ . Willing to study, suspending your questioning of the need to do so.
- ☐ . Getting a satisfactory feeling from studying.
- ☐ . Ready to re-evaluate your ideas because of what you are studying.
- ☐ . Keen to seek out more ideas, information to develop your point-of-view.
- ☐ . Trying to convince others about your new ideas.
- ☐ . Applying your new ideas to new situations.
- ☐ . Able to organize ideas into a well ordered set of values.
- ☐ . Persistently and consistently responding, often unconsciously, to situations with your new ordered set of values.
- ☐ . Others know you for your new set of values gained from your studies and which are now a part of your everyday actions and attitudes.

Appendix II

Survey of Demographic, Previous Learning and Adult Learning Provision Characteristics of Students

GENERAL INFORMATION

1. SEX: Female = 1 ; Male = 2

2. AGE GROUP: 18 to 25 = 1; 26 to 35 = 2; 36 to 45 = 3; 46 to 55 = 4; 56+ = 5.

3. RESIDENCE: House = 1; unit/flat = 2; institution = 3.

4. COMPANY: Alone = 1;With other adult/s = 2;With child/ren = 3; With adults and chil/ren = 4.

5. PAID EMPLOYMENT: Full time = 1; Part time = 2; Nil = 3.

6. TYPE of employment: Comalco = 1; Teaching = 2; Other = 3; nil = 4.

7. POSITION in your employment:(if 'nil' for Q.6, do not answer).....

8. INSTITUTION ENROLLED with externally:.....

9. CURRENT STUDY is for:
   Certificate = 1
   Associate Diploma = 2
   Diploma = 3
   Bachelor Degree = 4
   Graduate Diploma = 5
   Masters Degree = 5

10. FOR HOW MANY YEARS ENROLLED IN THIS COURSE ? .....

11. HOW MANY YEARS DO EXPECT TO TAKE TO COMPLETE THIS COURSE?.....

12. HOW MANY UNITS ARE YOU DOING THIS YEAR?.....

13. PREVIOUS HIGHEST EDUCATION:
   Less than complete highschool = 1
   Matriculation = 2
   Certificate = 3
   Trade Qualification = 3
   Some University or a Diploma = 4
   A degree = 5

Adult Learning Provisions

Directions: For each of the following statements write the number corresponding to the most appropriate response.

Responses:

Strongly agree	= 5
Agree	= 4
Undecided	= 3
Disagree	= 2
Strongly disagree	= 1

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1. Your external study taps some strong interest or need ?

2. Your study restores your confidence in your ability to learn ?

3. Your external study is non-competitive ?

4. Your external study provides opportunities for fellowship ?

5. You receive sufficient counselling or advice to assist you to relate the instruction to your needs ?

6. Your external lecturer establishes a feeling of supportiveness ?

7. Your lecturer uses techniques that reinforce learning?

8. Your lecturer uses audio or visual presentations?

9. Your instruction allows you to pace/measure your own learning/ performance progressively?

10. Your learning is producing experienced bnefits?

11. Your external lecturer appears to be competent?

12. You feel free to make most of your own learning decisions?

13. You are getting better at studying the more study that you do?

14. You are getting better at studying because you are getting more 'attached' to the course?

15. Much of the external course involves problem solving?

Your study is made meaningful because it:

16. deals in part with your own experiences?

17. provides clear explanations?

18. achieves your goals?

Any resistance to learning has been reduced by:

19. the lecturer adjusting the program to your present level of learning?

20. the lecturer encouraging you to adapt or change where necessary?

21. the lecturer encouraging you to take risks?

22. Your learning has been increased by your carrying out practical tasks as well as reading about concepts?

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